

Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

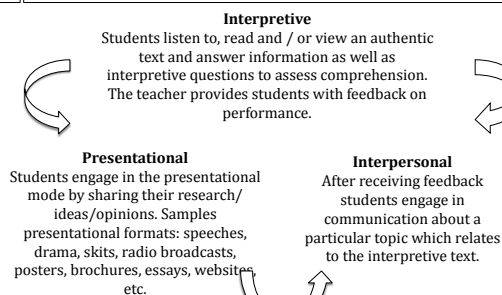
--Adapted from Helena Curtain

lterrillvalleyview.wikispaces.com

Session Overview

- Revisit instruction and assessment in the 3 modes
- Identify strategies for finding authentic resources
- Consider how to use authentic resources in each mode
- Apply strategies with time allocated for feedback and discussion
 - identify an authentic text for a future unit, design activities based on that text for each mode
 - design performance assessments for a future unit of instruction

ACTFL Integrated Performance Assessment



Cultures? Connections? Comparisons? Communities?

Interpretive Mode	
Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.	
Presentational Mode	Interpersonal Mode
Project: Students will create a public service announcement to address nutritional and / or hunger issues in their community.	Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.
On-Demand: You are so proud of yourself....a perfectly healthy day of eating. Comment on your eating habits for the day. Reflect on the choices you made.	

Cultures? Connections? Comparisons? Communities?

Interpretive Mode
Listen to and follow directions from one place to another on a city map.

Interpretive Mode
Read information on a website about (Poitiers: www.poitiers.fr/) in order to identify what makes Poitiers special. Give reasons for the items on your list.

Interpretive Mode
Watch a video about Futuroscope in Poitiers (www.VisiteduFuturoscopedePoitiers.com) and list what you can see and do there.

Presentational Mode

Your class is planning a trip to France. Work in a small group to suggest a city to visit and explain what there is to do there and why it is a good place to visit. Select appropriate images to make a compelling case to go with your narrative.

Interpersonal Mode

In small groups, review all the suggestions of cities to visit in France. Select three cities that you want to visit, giving reasons for your choices.

Interpretive Mode: Characteristics

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

Les rythmes scolaires en Europe

(Classe primaire)

Jours de classe dans l'année	Durée de la semaine	Vacances d'été
France 144	4 jours	8 à 9 semaines
Allemagne 188*	5 jours	6 semaines
Royaume-Uni 190	5 jours	6 semaines
Espagne 175	5 jours	11 semaines
Italie 200	5 jours	12 à 13 semaines
Pays-Bas 110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept. 2011

Alimenti e bevande	Kcal	Minuti di cammino (a 3.2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
■ Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
■ Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
■ Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
■ Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
■ Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
■ Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti



Implementing Performance Assessment
Adair-Hauck, Glisan, Troyan

ACTFL IPA Interpretive Task Comprehension Guide

I Key Word Recognition. Find in the article the French word/phrase that best expresses the meaning of each of the following English words/phrases:

1. trash can: _____
2. garbage: _____
3. fresh: _____
4. instead of: _____
5. disturb: _____

II. Main Idea. Using information from the article, provide the main idea of the article in English.

ACTFL IPA Interpretive Task Comprehension Guide

III. Supporting Details.

Circle the letter of each detail that is mentioned in the article (not all are included!). Write the letter of the detail next to where it appears in the text. Write the information that is given in the article in the space provided next to the detail below.

A. What dressing warm in cold weather prevents:

B. Two ways you can respect the environment when going on walks in nature:

C. Why halogen lamps are not environmentally friendly:

ACTFL IPA Interpretive Task Comprehension Guide

IV. Organizational Features. How is this text organized? Choose all that apply and explain briefly why you selected each organizational feature--what were the clues in the text?

- A. Alphabetical order
- B. Letter/message
- C. Compare/contrast
- D. Pros and cons

V. Guessing Meaning From Context. Based on this passage, write what the following three words/phrases probably mean in English:

1. une **ampoule** basse consommation (1st paragraph) : _____
2. le pays le plus **éloigné** de France (4th paragraph) : _____
3. un réflexe **malin** (5th paragraph) : _____

ACTFL IPA Interpretive Task Comprehension Guide

VI. Inferences. "Read between the lines" to answer the following questions, using information from the article. You may respond in French or English.

1. Why is it important that you buy fruit when it is in season? Be sure to use details from the article to support your answer.
2. Why does this article mention walking as one way to help the environment?

VII. Author's perspective. Select the perspective or point of view you think the author adopted as he wrote this article and justify your answer with information from the text. You may respond in French or English.

- A. Clinical/scientific
 - B. Humanistic
 - C. Educational
- Justification from text:

Ingrédients (2 personnes):

- 6 Fraises
- 2 Kiwis
- 1 Pomme Gala
- 6 Grains Raisins
- 1 Orange
- 12 cl de Limonade
- 2 càs Bombées de Sucre
- 1 càc de Fleur d'Oranger - 1 Pincée de Cannelle
- 1 Sachet de Sucre Vanillé

1. What might the title be for this recipe?
2. Would you like this recipe? Why or why not?

Interpretive Mode

ECI ABUCAS
ESPAÑOLAMENTO DE FRANCÉS

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.



Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1164 habitants de Paris, Marseille, Orléans et Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas d'aliments de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abeco, 2004/2005

Interpretive Mode

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*) Study Abena, 2004/2005

Translated using google translate

Interpretive Mode Assessment

1. Find the following English words in the article.

1. a piece of cheese
2. among these people
3. everyone benefits
4. fresh produce

2. Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Rich people do not eat as well as poor people.
2. 10% of the population of France is considered to be poor.
3. Poor people eat too many French fries.
4. Healthy foods are more expensive than unhealthy foods.
5. Only those who lived in Paris were interviewed.
6. Poor people do not eat enough fruit.
7. If you eat poorly, you risk being overweight.
8. A lot of poor people do not spend enough on food.
9. Rich people always buy fresh products.
10. Poor eating habits can cause behavior problems.

3. What is the main idea of this article?

Class Instruction in Target Language

Les rythmes scolaires en Europe

(Classe primaire)

Jours de classe dans l'année	Durée de la semaine	Vacances 2016
France 144	4 jours	8 à 9 semaines
Allemagne 188*	5 jours	6 semaines
Royaume-Uni 190	5 jours	6 semaines
Espagne 175	5 jours	11 semaines
Italie 200	5 jours	12 à 13 semaines
Pays-Bas 110 environ	5 jours	7 semaines

*208 en semaine de 6 jours

Source : rapport Schuman Sept 2011

- Comparez le système de notre école avec les écoles autour du monde.
- Quel pays est-ce que tu préfères? Pourquoi?
- En considérant jours de classe quel pays....



Escuelas argentinas

	si	no	¿Porque?
Es como una escuela en los Estados Unido.			
Hay muchos niños.			
Hay muchos profesores.			
Los niños escuchan el professor.			
Ellos cantan.			
Ellos van a la escuela en autobús.			
Ellos estudian ingles.			
Los estudiantes son muy contentos.			



Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Buehl, 2001

Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrill, Maine 2014

Summative Interpersonal Assessment

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

- ✓ comment on what you plan to do/see in the rainforest
- ✓ comment on the weather/environment in relation to your plans
- ✓ accept and refuse suggestions for other places saying what you want to do there
- ✓ mention a few foods/beverages you want to have

Asking Questions



Raise the proficiency level

31

Create a sentence that combines the ideas in both images.



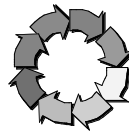
1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill, ACTFL ISD 622, 2014

Raise the proficiency level.....

32



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

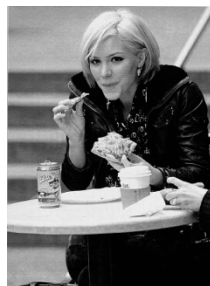


Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Terrill, ACTFL ISD 622, 2014

What's different? Teach Circumlocution.

33



Laura Terrill, ACTFL ISD 622, 2014

Conversational Grammar

Travel memories

Two students are reminiscing about what they did when traveling on the student trip last year. Ask and answer questions as you revisit specific details. You know that your teacher is eavesdropping. Add in a few details for her benefit.

Packing for a trip

You are packing for a trip. Your mom wants to make sure you've remembered everything. You know exactly how the conversation will go. It always happens. "Do you have your phone charger?" Yes, I have it, etc.

Worry Warts

You are getting ready to travel overseas for the first time. Your friend has traveled abroad before. You are the worry wart. Your friend tries to reassure you, but occasionally takes delight in adding to your worries.

Travel Gurus

You are an experienced international traveler and have volunteered to answer questions at a group meeting of adults who will travel abroad for the first time. Respond to their questions as you focus on what they will need to do to get ready for the trip.

Short term pairings

The students work in pairs or threes. After doing the activity the first time, they change places and do it again.

- Ask an important question to the person next to you.
- Make plans to go out for lunch or dinner today. Together, choose the restaurant.
- Make a list of several important events and changes that have occurred in the last several years. Then, you meet an old and dear friend. Bring each other up to date; be emotional about it

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

The students work in pairs. They complete the statements in a logical fashion.

Looking Bad

- What happened to you, Bill? You look _____
- Well, Melissa, I _____ and _____
- Really, did you _____?
- Yes, and it _____

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

Opinions

- What do you think about_____?
- In my opinion, _____.
- Well, you may be right, but_____

What happened?

- Have you heard what happened to_____?
- Was it_____?
- Not only that but_____

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

Contents and themes

In small groups, students are told to discuss a familiar topic. They are given no further instructions. Some possible themes:

- Mothers
- Fathers
- Grandmothers
- School
- Summer
- A person you admire
- It changed my life!

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

High Structure Conversations

Overheard

In pairs or small groups, Students listen to ambiguous statements quoted by the teacher. They reconstruct the story suggested by a the exclamation.

...and then he escaped through the window!
 ...no thanks, it has too many calories!
 ...two months in Europe? Incredible!
 ...oh, come on, it wasn't that bad."
 ...stop right there!
 ...that makes me sick!
 ...you are so right!
 ...why don't you look where you are going?

"That makes me sick!"
 "You are so right!"
 "Why don't you look where you are going?"

■
 ■

Sadow, Stephen A., "Creative Activities for Teaching Language" (2010)

Petit déjeuner ou déjeuner?



La plus intéressante?



Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Less is more?



<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>



Use book descriptions/headlines and write the introduction/first paragraph.



*Je veux un chat de Tony Ross (Mijade)
Cléa veut un chat et elle est prête à tout pour l'obtenir.*



Le chat qui aboyait de Gérard Moncombe et Pawel Pawlak (Milan Jeunesse) "Pourquoi l'école serait-elle réservée aux chiens ? Les chats aussi veulent savoir lire, compter et faire de la gymnastique ! C'est ce que pense Cachou le chat. Et si pour apprendre il faut être chien, tant pis, il sera chien !"

<http://bibliotheque3provinces.blogspot.com>

Write to incorporate structures.



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits

Déçu à Paris

J'ai voyagé à Paris.

Tu m'as écrit une lettre avant ton arrivée.

Mon amie est venue à Paris aussi.

Nous avons visité la ville.

Vous avez bien dîné le soir, pas moi, j'étais malade.

Mes amis se sont amusés, pas moi, j'ai dormi à l'hôtel.

Déçu à Paris

I traveled to Paris.

You wrote me a letter before you arrived.

My friend also came to Paris.

We visited the city.

You ate well that evening, but not me, I was sick.

My friends had a good time, but I slept in the hotel.

Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language



Plus besoin de faire ses lacets avec cette invention

- Real-world
- Culture rich
- Models of correct language

“Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.”

Sandra Savignon
Communicative Competence: Theory and Classroom Practice

Ouiin! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.



Ceci n'est pas une pipe.



*Ceci n'est pas une africaine qui souffle de la fumée.
C'est la gérante d'une coopérative agricole.*

LE SOUS DÉVELOPPEMENT NE PAS CLIGNER.
Mettre un bon pour les projets de la base.

<http://lauraterrill.wikispaces.com/> Authentic+Materials

☆ Authentic Materials

Authentic Resources - Websites for a variety of materials

All Languages

ACTFL WebWatch – What's Online for Foreign Language Educators	http://www.actfl.org/publications/the-la-watch-online-archive?pagelid=4446 ⁽²⁾
Merlot World Language Portal	http://worldlanguages.merlot.org ⁽²⁾
NCLRC – Culture Club	http://www.nclrc.org/cultureclub/ ⁽²⁾
Jim Becker's World Language Links	http://www.uni.edu/becker/index.html ⁽²⁾
International Children's Library	http://en.childrenslibrary.org ⁽²⁾
Bookbox - Children's Books	http://www.bookbox.com ⁽²⁾
Newseum Front Pages	http://www.newseum.org/todayfrontpages/default
Thematic Unit Materials in Several Languages	http://miscositas.com ⁽²⁾
Culturally Authentic Images	http://capl.washjeff.edu ⁽²⁾
Lyrics Trainings - Songs in Different Languages	http://www.lyricstraining.com ⁽²⁾

lauraterrill.wikispaces.com

lauraterrill

- Wiki Home
- Recent Changes
- Pages and Files
- Members
- Settings

Search

Presentations

Laura Terrill
email: lterrill@pinterest.com

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.adfl.org/publications/books-and-brochures/the-keys-planning-learning/>

OFLA
April 2014

Keynote

Assessing for Learning Key Sides

Assessing for Learning Handout

Keynote - Enabling the Future.pptx.pdf
Details Download 3 MB

Ohio handout.pptx.pdf
Details Download 10 MB

Ohio Assessment for Learning Handout.docx

<http://www.pinterest.com/lterrillindy/>

Nourriture

Laura Terrill

9 Pins 66 Followers

Add a Pin

Le Café - Oldies - YouTube
by Future Shorts

Pinet from lterrill.com

1946

+1949 1951

1064+

SCHOOL LUNCH IN FRANCE

this blogger posts school lunch menus from around France! How great.
11/13

Pinet from lterrill.com

huffingtonpost.com

» Luis Suarez a par ailleurs énormément fait réagir sur Twitter après sa morsure à l'épaule sur Giorgio Chiellini

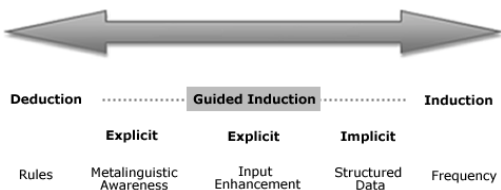


A la 70e minute, Suarez a mordu le stoppeur italien, qui a ensuite montré la petite entaille en tirant sur son maillot. Ce geste pourrait valoir des problèmes à l'attaquant de Liverpool si la commission de discipline de la Fifa se saisit de ce cas en visionnant les images.

Teaching Grammar

- Explicit instruction – explaining the rules of grammar
- Implicit instruction – acquisition of language, embedded in communicative context
- Deductive instruction – rules are explained
- Inductive – students use languages, no real effort to identify patterns of grammar

Grammar Continuum



Deduction **Guided Induction** **Induction**

Explicit **Explicit** **Implicit**

Rules Metalinguistic Awareness Input Enhancement Structured Data Frequency

<http://coerll.utexas.edu/methods/modules/grammar/03/>

El día que me quieras

Acaricia mi ensueño
el suave murmullo
de tu suspirar.
Como ríe la vida
si tus ojos negros
me quieren mirar.
Y si es mío el amparo
de tu risa leve
que es como un cantar,
Ella aquieta mi herida,
todo, todo se olvida
El día que me quieras
la rosa que engalana
se vestirá de fiesta
con su mejor color.

Y al viento las campanas
dirán que ya eres mía
y locas las fontanas
se contorn su amor.
La noche que me quieras
desde el azul del cielo
las estrellas celosas
nos mirarán pasar.
Y un rayo misterioso
hara nido en tu pelo
lucir una curiosa
que vea que eres
mi consuelo.

PACE

A. Presentation

1. Teacher shows magazine photos and posters of Luis Miguel with his music playing in the background. As a class, discuss Luis Miguel and who he is.
2. Students listen to the song, 'El día que me quieras.' Teacher will use question techniques to elicit the future form of verbs; ¿Cómo será el hombre/la mujer de sus sueños? ¿Será guapo/a

B. Attention to form

1. Give students cloze activity of the song.
2. Students listen to the song and fill in the blanks with the correct form of the verb in the future tense.

<http://web.cortland.edu/flteach/lessons/pace.html>

PACE

C. Co-Construction

1. As a class, review the correct verb forms in the cloze activity
2. List verbs on the board (Regular and irregular)
3. Discuss formation of the verbs and add other irregular forms

D. Extension

1. Students will answer the question "How will the world change when you fall in love?" by giving 5 examples in Spanish.
2. Divide groups by sex and students compare and choose most popular answers.
3. As a class, list examples on the board under 2 headings: boys and girls. Compare similarities and differences and discuss "Who is more romantic?". OR "what will the man (woman) of your dreams be like?"

<http://web.cortland.edu/flteach/lessons/pace.html>

CHIEN PERDU



le 7 juillet 2011 à Torcy (77200)
perdu Husky de Sibérie
femelle marron et blanc
tatouage, puce: oui, mais étrangers!
chiennne est identifiée par puce électronique donc si vous la trouvez,
amenez-la chez un vétérinaire qui scannera la puce et aura les
informations.
si vous avez la moindre information, s'il vous plaît contactez nous!
Mathilde, Tél: 07.86.51.86.54
Tatiana, Tél: 02.37.34.73.84
Email: olya.kravtsova@gmail.com
Récompense
n'oubliez pas d'être gentil. Demandez à vos amis, peut-être quelqu'un
d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle



Responde al nombre de "PELUDO"
Porta un collar color Rojo y una placa con
su nombre.
Fue visto por última vez frente al estadio de
Rangers.
Por favor, si lo ven llamen a uno de los
siguientes números, gracias.
74095582 6 78660783
Se ofrece recompensa económica.

Your "apple save" moment....



Getting the most out of a text



- What might you do as an interpretive task?

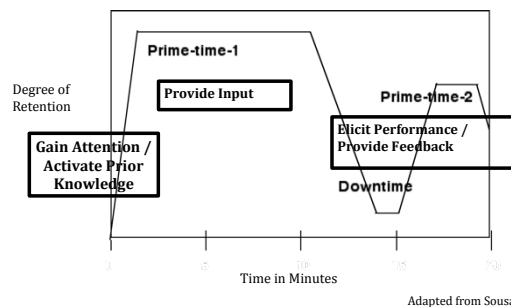


- What interpersonal conversation do you imagine students having with others?



- What might students do in the presentational mode?

Primacy-Recency



Global Challenges: Food and Hunger



Gain Attention



Students list words and phrases they associate with the images.

Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Le Mari de Binta



Voici le mari de Binta, Djouli. Il est en train d'expliquer au personnel du PAM comment sa famille vit dans le camp de réfugiés de Mbile. Il dit que l'aide humanitaire qu'il a reçu l'a beaucoup aidé mais qu'il est inquiet pour le futur.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Elicit Performance/Provide Feedback

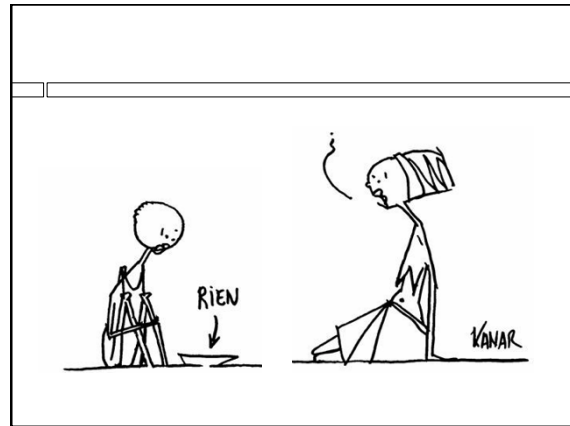
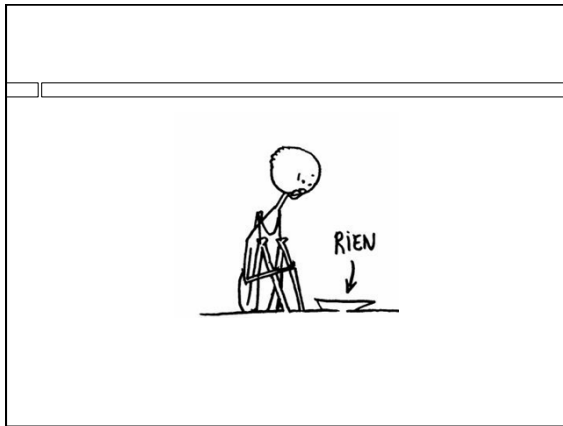
- Ask questions
- Make connections
- Track down most important words
- Make an inference
- Visualize
- Magnet summaries
- Proof for/proof against

Elicit Performance/Provide Feedback


Quick Write





Using the graphic organizer you created with your group, write for (2) minutes about hunger — problems, causes and solutions. Include your personal thoughts.



Contemporary Life: A Balanced Lifestyle









Watch sound off, generate a list of possible words and phrases. Read script, circle any words, write possible title. View again. Expand list of vocabulary based on video.


Create a padlet or use post-its to allow students to post sentences showing what they do to have some balance in their life.


Give each student an image. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.


Chocolate

















Quetzalcóatl, representado como la serpiente emplumada, era el dios bondadoso que enseñó a los hombres las artes de la agricultura, la astronomía, la medicina y las artes plásticas.

Chocolate



Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.



Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

CHIEN PERDU



le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

chiennne est identifiée par puce électronique donc si vous la trouvez, amenée la chez un vétérinaire qui scannera la puce et aura les informations.

si vous avez la moindre information, s'il vous plaît contactez nous!

Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle



Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.

74095582 ó 78660783

Se ofrece recompensa económica.

Contemporary Life: Our Animal Friends



Read individually. Select the 4 most important words and be prepared to say why. Complete a graphic organizer – positive and negative traits.



Generate statements encouraging adoption of pets in general.



Imagine the conversation that you might have if you called Tatiana.

el amigo perfecto

comparte su
alegría contigo

movimientos
de **felicidad**
cuando te ve

para pararse
junto a ti

dispuesto
a **escuchar**

siempre **feliz**
de verte

un lugarcito
especial
para ti

88

Pablo Picasso - Chat saisissant un oiseau



Quel est le pourcentage de (chats)?
_____ pourcent.

